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ABSTRACT

A model career decision-making program to reduce the effects of sex-role stereotyping in career choices of senior high school students was conducted at Columbine High School (Lakewood, Colorado). Project goals included the following: (1) to provide students with self-awareness and career-decision-making activities designed to broaden options these students see for themselves; and (2) to provide parents, teachers, and community members with techniques and activities by which they can broaden, through their contact with students, the options that all students see for themselves. These goals were accomplished by teaching two careers classes for the students and by in-service programs for the "influence groups." The program directly affected approximately sixty seniors, the entire counseling, library media, and administrative staffs, two parent groups, a teacher group, and a steering committee. An evaluation revealed very little difference between the two classes in terms of attitude toward sex-role stereotyping. Parents were found to be less concerned with their own learning and more concerned with the opportunities available to their children. Community members saw themselves as facilitators for realistic career planning for the students; and teachers expressed positive feelings about their inservice activities but wanted more time and information. A teacher resource manual and project brochure were made available for dissemination. (Author/BM)

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Career Choices

REDUCING SEX-ROLE STEREOTYPING IN CAREERS

A MODEL CAREER DECISION-MAKING PROGRAM TO REDUCE THE EFFECTS OF
SEX-ROLE STEREOTYPING IN THE CAREER CHOICES OF SENIOR
HIGH STUDENTS

FINAL PROJECT PERFORMANCE REPORT

OCTOBER, 1979

Prepared by: Ms. Jody Murphy, Project Specialist

JEFFERSON COUNTY PUBLIC SCHOOLS

CAREER EDUCATION

1209 QUAIL STREET

LAKWOOD, COLORADO 80215



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Table of Contents

Acknowledgements	1
Financial Summary.	2
Major Activities Time Line	3
Major Activities	4
Participant Summary.	8
Evaluation.	9
Anticipated Changes and/or Problems.	57
Dissemination Activities	69
Special Activities	71
Report Abstract.	72
Appendix A: Steering Committee Members	
Appendix B: Steering Committee Summary Statements	
Appendix C: Class Curriculum and In-Service Activities	
Appendix D: Agenda for Career Panels	
Appendix E: Panel Evaluation	
Appendix F: Resource Manual	
Appendix G: Brochure	

A MODEL CAREER DECISION-MAKING PROGRAM TO REDUCE THE EFFECTS OF
SEX-ROLE STEREOTYPING IN THE CAREER CHOICES OF SENIOR
HIGH STUDENTS

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Columbine High School
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The Wear House
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Dairy Queen
Mr. Gus Ehrenbock, Manager
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Mrs. Linda Holsman, Art
Mrs. Diane Szymanski, Business
Mrs. Charm Cansler, Business
Mrs. Gloria Henderson, Business

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The financial summary will arrive under separate cover
at the end of October.

If there are any questions, please contact:

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Lakewood, Colorado 80215

Major Activities Time-Line

<u>Major Activity</u>	<u>Starting Date</u>	<u>Completion Date</u>
Formation of Steering Committee	11/1/78	12/1/78
Formation of 4 groups used to conduct study	1/1/79	2/11/79
Teaching of 2 careers classes	2/14/79	4/11/79
Panel Discussion	3/20/79	
Teachers Resource Manual	6/1/79	8/15/79
Brochure	8/15/79	9/20/79
Slide Tape	8/15/79	9/28/79
Dissemination has begun and will be an ongoing process.		

9. MAJOR ACTIVITIES

In an effort to keep repetition at a minimum, this final report is designed to complement and expand upon the mid-term report. The design and direction of the project were, for the most part, determined at the time of mid-term, hence, the reader will frequently be referred to that report. Many of the project activities are also covered in detail, in terms of objectives and outcomes, in the evaluation section which begins on page 10. References to the evaluation will also be used.

The first major activity of the project included the formation of four groups. Each of these groups were an integral part of the program. They included:

- Parents
- Community members
- Teachers
- Students

The details of how each of these groups were chosen is on pages of the mid-term report. The outcomes and evaluations of each group are found within, on pages 16, 18-24, 26-27, 29-30.

A Steering Committee was also formed but they did not interact directly with any of the other groups.

The members of the Steering Committee are listed in Appendix A. This group met four times and was instrumental in the design and evaluation of the entire program. Refer to Appendix B for the summary submitted by this group.

The second major activity was to plan the curriculum for the career classes which the students attended. It was also necessary to design activities to in-service the parent, parent/student, teacher and community groups. (The parent/student group is an outgrowth which occurred during the project. It is explained in Section 12 - Anticipated Changes and/or Problems.) The class curriculum and in-service activities are labeled and available for review in Appendix C.

There is a considerable amount of repetition in the notebook containing all of the careers class curriculum, (Appendix C) and the teachers manual (Appendix F). The sources for the activities are listed in the teachers manual.

One important and successful outgrowth of the career classes was the decision to have one night when all the groups came together to listen to two panel discussions. The panels were made of the community group members and people holding "non-traditional" jobs. The community group discussed and shared their perceptions of the kind of preparation a person going out into the world of work might need the most. They talked about education, experience and how to get it, how to present oneself in a resume, an interview, an application, and on the job. They also gave ideas on how to quit a job and then fielded questions from the audience.

The non-traditional panel were people who were suggested by school staff and students. These individuals were contacted by project staff and served on a voluntary basis. They discussed the uniqueness and difficulties of their particular jobs. (See Appendix D) They also answered questions.

The results of the panel were extremely favorable. Ninety per cent of the participants rated all the activities 4 or 5 (see Appendix E) and ninety-five per cent of the members of the audience rated the activities either 4 or 5. Those who were not completely satisfied expressed the desire for more time, i.e. we should have had more than one evening with all the groups and the desire for more detail on all the topics discussed by the participants. The agenda, panel members and evaluation of this evening's activities are Appendices D and E.

The third major activity was the design and writing of the teacher's resource manual which is Appendix F. This manual contains a wealth of activities gleaned from the careers class and then designed to help all parents, teachers and community members in their interaction with students who are concerned about career choices. Many of the activities are designed to make students aware of sex-role stereotyping in career choices, still others are designed to simply help with the difficult task of choosing a career direction suitable to a person's individual needs and goals.

The fourth activity was the design and writing of a brochure which is Appendix G. The main purpose of the brochure is to give a brief overview of the entire program and thereby facilitate the dissemination activities of the project. (See Section 13, Dissemination Activities, page 69.)

The fifth major activity was a slide-tape presentation. Members of the counseling, library media and project staff were responsible for the construction of this presentation. This product consists of 50 slides set

to contemporary music. The narrative speaks to the decisions and choices involved in the complex process of understanding sex-roles and career decision-making. This product is housed at Columbine High School for use in the ongoing career classes, but is available to anyone in the county on request.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20302

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 31-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column 6) NUMBER WHO ARE			OF THE TOTAL (column 6) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)				60	1					28	33
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-masculated)				11						7	4
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS				7							7
COUNSELORS				2						1	1
ADMINISTRATORS				5						3	2
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS				All, the # varied							
OTHER (specify)											
TOTAL											

11. EVALUATION

An external evaluator was hired for evaluation of the classroom and in-service activities conducted between February 14 and April 11, 1979. Dr. Joe Daly from the Department of Education at Colorado State University in Fort Collins, Colorado was an invaluable resource and contributor to the outcome of this project. His evaluation report, in its entirety, follows.

**A Model Career Decision-Making Program to Reduce the Effects of
Sex-Role Stereotyping in the Career Choices of Senior
High Students**

**Evaluation Report
August 1979**

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Submitted by:

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External Evaluator**

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Fort Collins, Colorado 80523**

TABLE OF CONTENTS

Evaluation Part I	- Self Report Data	1
Evaluation Part II	- Test Data	22
Evaluation Part III	- Conclusions	27
Appendix		28

EVALUATION REPORT
COLUMBINE CAREER EDUCATION PROJECT

Part I

The primary goal of this project was to develop and establish a model career guidance component with a special focus on reducing sex-role stereotypes in high school students' career planning.

The first objective of the project was to design an operational model for the program. An important aspect of this first phase was the determination of program objectives for each of the groups that would be participating; students, parents, teachers and community members.

Part I will focus on the extent to which these groups felt that the objectives identified for them were accomplished.

Students

As part of the project evaluation three different groups of students primarily seniors were involved:

Group One: The Special Careers class made up of those students who with their parents participated directly in the project. There were 24 students in this group to begin with. Evaluation data was obtained from 21.

Group Two: The Regular Careers class made up of those students who enrolled in the Careers class regularly taught at Columbine High School. There were 21 students in this group and evaluation data was available for 20 of them.

Group Three: This was a control group selected from the senior class. These students were not involved in the project nor in

any career planning classes. There were 15 students identified in this group.

The objectives identified for the students who participated in the Special Career class are listed in Table I. The extent to which the students felt these objectives were accomplished is shown. The number of students responding at each level along with the average rating for each objective is indicated.

Overall it appears that the students felt the objectives set for them were achieved. Only one objective, #11 dealing with Title IX received a moderate to low rating. Objectives 2, 3, 4 and 10 were rated moderate to high in regard to accomplishment, while the other six objectives received ratings of high to very high.

Those objectives which dealt with personal aspects of career planning (such as determining a set of personal goals) were rated the highest, while those that dealt with specific techniques (such as use of the job hunting map) or facts (information about Title IX) were not perceived as positively.

This suggests that in identifying objectives we would be better advised to focus more on the general outcomes with some personal relevance, than on the particular techniques we might use. Also general attitudes and feelings seem more important than conveying specific facts or information.

In order to further assess the attitudes of the students toward the Special Careers class they were asked to respond to an additional set of questions. These questions, along with frequency of response and average ratings are shown in Table II.

Once again the perspective of the students toward the class is a positive one. The class was seen as most effective in the areas of

TABLE I
PROJECT EVALUATION FORM
STUDENT OBJECTIVES

The major objectives that the Columbine High School Career Education Program wanted to achieve with the students who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
1. Develop an awareness of and also explore your own attitudes toward sex equity in relationship to self, career, decisions, and lifestyle.	0	1	4	9	7	4.05
2. Increase their awareness of personal values by use of values clarification activities.	0	2	6	10	3	3.67
3. Increase their awareness of personal interests by use of interest inventories.	1	0	7	9	4	3.71
4. Increase their awareness of personal skills through use of job-hunting map.	1	2	7	8	3	3.48
5. Determine a set of personal goals in relationship to career choice.	0	0	3	6	12	4.43
6. Explore career and job opportunities, nature of the work, outlook, training and salaries through interviews and materials in Career Corner.	0	1	1	13	6	4.14
7. Develop a specific plan for meeting entry requirements for their chosen career by examining high school and post-high school education and training.	0	0	2	11	8	4.29

Table I Continued

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
8. Learn to evaluate classroom materials and all other media (i.e. TV, magazines, radio, newspapers, etc.) for sex bias by use of tools designed for such tasks.	0	1	4	9	7	4.05
9. Increase their awareness of job-seeking skills via writing resumes, filling out application forms and developing interviewing skills.	0	1	2	10	8	4.19
10. Will be introduced to Jefferson County Career Ed Goals.	1	2	6	6	6	3.67
11. Learn about Title IX and how it relates to them personally.	4	4	6	5	2	2.86

(numbers indicate the number of students responding at each level of the scale. N=21)

TABLE II

PROJECT EVALUATION FORM

Columbine High School
Career's Class

Using the five point scale provided, please indicate your reaction to each statement by circling the number that best represents your own feelings.

Considering my experience in the Career's Class:

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
1. Overall, I really benefited from the class.	2	1	2	11	5	3.76
2. I feel the career's class helped me improve my decision-making skills.	0	1	2	11	7	4.14
3. I feel the career's class helped me in exploring my career goals.	1	2	0	10	8	4.05
4. I thought the teachers did a good job of conducting the class.	2	1	2	5	11	4.05
5. In general, the materials and activities were interesting and helpful to me in learning about careers and career planning.	1	1	4	10	5	3.84
6. I would recommend this course to other students.	1	1	3	9	7	4.00
7. I feel I am more aware of my own interests and values as a result of the career's class.	0	2	3	9	7	4.00
8. I feel I learned a great deal from this class.	2	2	1	10	5	3.52
9. The class was interesting and well organized.	1	4	4	7	5	3.52
10. I am more sensitive to sex-bias now than I was before I took the class.	2	1	7	8	3	3.43

TABLE II CONTINUED

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
11. I am better able to evaluate sex-bias in various materials and media as a result of the career's class.	2	1	5	9	4	3.57
12. I have a better understanding of Title IX than I did before.	1	5	5	4	6	3.48

(numbers indicate the number of students responding at each level of the scale. N=21)

decision making and exploration of career goals. The lowest ratings, but still positive, were in those areas dealing directly with sex-bias.

The students tended to put few comments on their evaluation. However, the comments that were made fell into two basic categories:

1. Those that indicate satisfaction with the class i.e.:

"I really liked the class."

"Really helped me by doing career exploring - non traditional and unusual."

"I thought that personal goals were covered and it was very good."

"I think this class helped very much."

"I think it should be done again. It was really good."

2. Those that indicated sex bias was "overdone" i.e.:

"Once we got over all that sex bias stuff it was okay."

"This aspect of the program was overdone to the point where the instructors were sex biased because of over dramatization."

"I'm not even sure what Title IX is."

In general it would seem that high school students are less concerned with information about past and present inequities in the world of work than with planning for their own future.

Parents

The primary evaluation of the parent group involved their perception of the extent to which objectives set for them were accomplished. The parent program consisted of six "classes" developed especially for them. The objectives identified for the parents are shown in Table III. The table also shows the response frequently and average rating for each objective. There were 23 parents who filled out final evaluation forms.

TABLE III

PROJECT EVALUATION FORM
PARENT OBJECTIVES

The major objectives that the Columbine High School Career Education Program wanted to achieve with the Parents who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
1. Develop an awareness of, and also explore, your own attitudes toward sex equity in relationship to self, career decisions and lifestyle.	0	1	6	12	4	3.74
2. Learn to evaluate classroom materials and all other media (i.e. TV, magazines, radio, newspapers, etc.) for sex bias by use of tools designed for such tasks.	0	3	7	10	3	3.56
3. Be introduced to Jefferson County Goals.	1	2	12	6	2	3.26
4. Learn about Title IX and how it relates to you personally.	1	3	10	7	2	3.26
5. Become more aware of how personal attitudes are expressed in the home environment and your own life processes.	0	3	7	10	3	3.56
6. Help your own young adult develop a specific plan for meeting entry requirements for their chosen career by examining high school and post high school education and training.	0	1	5	8	9	4.09

(numbers indicate the number of parents responding at each level of the scale. N=23)

The parent response indicates their objectives were accomplished. However, as with the students they saw some outcomes as better achieved than others. For example, those objectives dealing with information about the Jefferson County goals and Title IX received the lowest ratings, while the objective that received the highest rating was the one that focused on their cooperative participation with their own young adult in the career planning process. Also the parents as a group seemed somewhat more receptive to sex-bias materials and information than did the students.

The parents were asked to respond with comments in regard to four specific questions. The questions along with a summary of the parents responses follow:

What do you consider to be the major strengths of the program?

"Introducing the student to a wide variety of career paths."

"Panels were done superbly and Darcy has learned more about goals."

"It enabled my child to look at other job opportunities - giving views of many types of careers and outlining skills necessary for each job. Also, parent, child, and teacher working toward a common goal."

"I enjoyed the program but I don't believe it was necessary for me to be there."

"Sex discrimination seemed to be the main theme throughout the program even though it was toned down at the late part."

"The people working in this program - they are open to young people and the struggle going on in the decision making process at this point in their lives - and for many this is a most difficult time. Also the great access to the material required - it is so neat to have so much here in the library."

"Pointing out sex-bias with regard to women - it's just that this subject doesn't interest me much."

"Having people from various career fields appear on a panel to tell students and parents about their jobs and answer questions posed to them."

1. "Provide a true picture of the job market. 2. Your panel did impress the fact that employers hire people who speak "standard" English and have good communication skills. 3. This course could have been a great help earlier - but who knows - maybe she would not have been ready for it earlier. The way things are now I know she will have to take remedial math and English at Metro - even though she will be graduating in top 50% of class. Maybe if she had had this course earlier she should have been taking courses through high school she will now have to pick up in college."

"The strength was that they at least have a program like this available. It helped to point out and to help ourselves determine more what kind of a person we are and what our interests may be."

"Make the students aware of help available in choosing a career."

"Carol Hacker and Ryan Collins! (the instructors) Both exhibited an enthusiasm for presenting the material - and a sense of humor."

"Communication between parents and student."

"I enjoyed being a small part of my daughter's high school career and found that this class opened up avenues of discussion for us. I have also noticed that she has made definite growth since this class, both personally and academically. Since she has chosen a career, she can now see a reason for working toward it through her studies."

"Reinforcement of thoughts about wide variety of career opportunities."

"I feel it helps the student to be more aware of what is available to them. It encouraged my son to investigate that which he would not have otherwise."

"The opportunity for students to explore various job opportunities."

"The program with people from the community and discussion of jobs."

Indicate the main outcomes you feel the program accomplished.

"That women could do the same job as well as a male. The different aspects of various careers."

"To help my child understand."

1. "Offering outlooks on various careers. 2. Career sex-role stereotyping is gradually on the way "out"! 3. How to help my child plan for a career of her choosing and to assist in further education as needed for that career."

"Helped my son decide on various careers to choose from."

"I think this program helped my daughter to come to a decision as to what she wants to do after she has completed her education."

"It gave the students incentive and direction in deciding and persuing careers."

"An opportunity to "share" a program with my daughter."

"Resulted in teachers actually working with community members, probably a plus for both sides of the equation. Caused me to take a direct interest in my student's participation in the Careers Class."

"My daughter was most distraught at the beginning of this year because she didn't yet know what she would like to do "with her life." Since enrolling in this class, she has clarified some of her own values and goals in life and has zeroed in on a career choice. She is much more settled and pleased with herself in this choice."

"Getting children to think seriously about their careers."

"The program helped my child realize there are many options open to him and many ways to go after them. Also, it made him more aware of his attitudes toward himself and others."

"Outcomes from my own point of view were very little because I am aware of all that was discussed. I enjoyed it but actually learned very little if anything."

"Made my son to start to think about his future and it's possibilities."

"Made us aware of what is offered in careers and what todays job market is."

"College bound now - to provide herself with skills necessary in job market. Even beyond the "sexist" theme, this was a great course in that it provided career counseling of a general nature."

"I feel it has exposed the students to a lot of different careers that they might not otherwise learn about."

"Showed how job opportunities in non-traditional fields as well as in the general business community, are opening up for women - thus allowing them to change their role."

"Make me aware how fortunate my teenager is to be exposed to a program such as this in order that she can explore alternatives as far as a career is concerned - a program such as this should be incorporated into every Sr. High school - give the students more time with the program - even two semesters would be better and not crowd so much in at one time."

In what way(s) do you feel you benefited from participation in the program?

"It made me more aware of career possibilities and potential of various careers for both sexes."

"I benefited mainly by being able to encourage my son knowing he had a direction or source to go to for investigation."

"Greater awareness of prevalence of sex-bias ideas which seem very natural and stem from one's life experiences."

"Because of my daughter's personal growth, I of course, feel that our family has benefited a lot."

"Doing something my child and I both could relate to as we're both about to embark on a new career!"

"I was very happy to be part of this program. It was informative and intertaining (I particularly liked the "non-traditional jobs" panel). Also, I like knowing what my child is hearing in school!"

"It opened to us (parents) means by which we could communicate with our children about their future."

"I enjoyed the program any my son says he felt it was a help for him."

"I have a non-traditional job - 4 women out of 40 men - so I already knew about the struggles of stereotyping. But I guess I really am happy that my daughter has decided to enter college, and I think its because of this program."

"It helped me inform my son of the varied career opportunities available to him and how he can best prepare himself for the one he chooses."

"Learned more about the women's side of this sex-bias thing."

"Made me aware of some of the career choices available now which were formerly considered for "men - or women" only."

"The instructors were both well-organized and helpful in answering questions re: career opportunities today for our young adults."

"I enjoy the open discussions, and learned what it takes for different careers."

What suggestions would you make to improve the program if it were to be offered again?

"More emphasis on careers than sexual bias."

"More activities with kids and parents."

"Get off the sex theme and proceed with making students aware of what each career offers - both good and bad."

"Divide the 'career night' into two segments - 7 til 10 - is just too long without a break and if you once take a break it is hard to re-establish the 'mood' - also if the career people could be more specific as to what their jobs really entail - even giving a salary range and how many years it took them to attain this goal."

"Go over what you say in class on how to go about choosing a career area. Then parents could reinforce this and put in their 2¢ with their children."

"It seems to work now - maybe its good enough now. I had already fought the E.E.O. battle (my daughter already knew about sexism on the job) but this course really does show that one has to make choices now for a future job - if it is to be a satisfactory job."

"More speakers in fields of their work - agriculture was not one or forestry - out door type work. I believe this program should be offered to young people earlier in their life (like a sophomore or junior grade) and not to wait until a student is ready to graduate the following quarter."

"Bring more people from outside to talk to the students about how they got started in their careers; telling them about the good times and pit-falls they took on their way up."

"We live in a busy world which probably would make my suggestion unuseful however, more classes for the parents going into more detail would be beneficial. I enjoy the classes but due to other responsibilities found it difficult to fit in. I'm aware of the contradiction contained herein."

"My student seemed like she had to do so much research on her own and you can't remove the material from the library."

"I would suggest that the initial contact with parents be more clearly outlined and a definite procedure involving parents be communicated. I would have enjoyed 1 or more sessions in which the students were required to attend with parents for an evening of dialogue in values clarification."

"Probably the opportunity to participate more, as the students do in the class. Better preparation of the program, particularly at the beginning, where it was a bit disorganized. While the teachers involved appear to be a credit to their profession, believe they should be better versed about careers and a little more at ease with adults."

"Cut down on the amount of printed material. Cut down on the number of parent hours involved and make them all meaningful."

"To be better organized. To do better communications so people know what is going on."

"I was not informed of the first meeting and was unable to attend the last."

From their comments it is apparent that the parents are concerned that young people have an opportunity to focus on career planning. They spoke of outcomes in terms of their own young person and not in terms of themselves. In other words they were much more impressed with what the project was doing for the students than with what it was supposed to do for them. It was also clear that the parents appreciated the opportunity to be involved with their young adult in the career planning process.

Suggestions for improvement focused on making good use of parent time with improved organization and communication.

Community Members

The extent to which the five community members who responded to the evaluation felt the objectives for them were accomplished are presented in Table IV. The ratings here indicate moderate attainment of the goals as stated. The exception is goal number 3 which the community members gave a high rating. It is apparent from the comments of the community people that they were much less interested in outcomes related to them personally than they were with their role in facilitating the career development process in the students involved.

The questions asked the community group members and a summary of their responses follow:

Indicate the main outcomes you feel the program accomplished.

"The students involved have more insight into the job market."

"Again it stressed upon the students to think realistically about their future and career."

"Brought parents, students and employers together to share meaningful information. Encouraged students and parents to heighten awareness of critical outside factors that impact the lives of the students."

"For myself it gave me a renewal feeling of being able to contribute at a new and different level. I was also encouraged by the new approach to helping young adults on their way. It will be a beginning to filling a long time void in our education system."

"Exposure of young people to eventualities of great consequence."

What do you consider to be the major strengths of the program?

"Career orientation on a practical basis. Provoke questions concerning future goals."

"I would consider the major strength to be the "common denominator" it gives to all young adults facing the frightening task of stepping out into the business world. It should make them realize that they are not alone - others of many ages feel the same. The guidelines clearly will help those who feel the need of help."

TABLE IV
PROJECT EVALUATION FORM
COMMUNITY MEMBERS

The major objectives that the Columbine High School Career Education Program wanted to achieve with the Community Members who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
1. Develop an awareness of and also explore your own attitudes toward sex equity in relationship to self, career and lifestyle.	0	1	2	2	0	3.2
2. Learn to evaluate materials relevant to your business for sex bias by use of tools designed for such tasks (i.e. applications, job descriptions, evaluation forms.)	1	1	1	2	0	2.8
3. Evaluate materials related to job-seeking skills.	0	0	2	0	3	4.2
4. Be introduced to Jefferson County Goals.	0	2	2	0	1	3.0
5. Learn about Title IX and how it relates to you personally.	0	2	3	0	0	2.6

(numbers indicate the number of community members responding at each level of the scale. N=5)

"Introduced some of the realities of seeking employment at an early age. Should contribute to students making more informed career choices and more informed immediate choices in coursework/curriculum that relate to career goals."

"The program developed a keen awareness toward job opportunities and availabilities. It stressed the non-importance of sex in relation to job opportunities. The major think, that I felt extremely valuable, was preparing these high school kids for a real work situation. They displosed a lot of the idealisms and myths about jobs and gave them realistic facts that truly provoked some thought about their future."

"To make students and parents aware of the job markets."

In what way(s) do you feel you benefited from participation in the program?

"I like the involvement with other community members, parents and students."

"I was really astounded at the depth of the program. It gradified me to see that someone was taking the time and effort to align the youth of today and get them on the right track. I believed it was very interesting and thought provoking with the non-traditional job panel. I believe we all gained some insight."

"It brought me into contact with my community school for the first time and provided me the opportunity to meet some extremely dedicated and impressive professional who work here. (At the time when my attitude towards the school system was generally less then poor.) It served as a reminder of the attitudes, concern, and needs of young people in this age group."

"By allowing adults of more experience and longer lifespan to join with the young in taking these first steps, it tends to remind the older person of thinkgs long since taken for granted and opening their eyes to fears and joys long forgotten."

"I enjoy such a dialogue with peers and interested young people alike! Thank you for the opportunity."

What suggestions would you make to improve the program if it were to be offered again?

"Great need to present more practical aspects of a young person's career preparation. Deal with the development of a strong self-concept. Exposure to realities of job search. Written and oral communication as they apply to career. Role-playing interview techniques."

"As always, the very ones who need this type of help the most will be the ones not to come to the program. Without slighting the eager learners, it would be especially great if this program could reach the insecure, non-achiever and/or insecure "loudmouth" type youngster."

"Make members of various groups more aware of what other groups are doing. Pinpoint goals more sharply and define plan contribution of various groups (and individuals within groups) in more specific terms."

"I can really think of no suggestions than to keep presenting career objectives to the students and progress with the social evolutions we are experiencing."

"Get more parent involvement."

Based on their comments the community group felt very good about their involvement in the project and appreciated the opportunity to work together with parents and students. Their response to the program in this regard was very positive. As far as the community people were concerned the emphasis was not on their own learning but on the opportunity provided them to work with parents and students.

Teachers

There were five teachers who participated in the teacher inservice portion of the project. Evaluation information was obtained from all five. They were very positive in their feelings toward the project and what it accomplished for them. The extent to which they felt the teacher objectives were accomplished is shown in Table V. The ratings were all high to very high.

In reading the objectives set for the teachers they related directly to things that dealt with their regular activities in the classroom and therefore have direct relevance to the teachers. This may help account for the high ratings in relation to the parent and community groups - where some objectives were seen more positively than others.

TABLE V
PROJECT EVALUATION FORM
TEACHERS

The major objectives that the Columbine High School Career Education Program wanted to achieve with the Teachers who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

	<u>Very Low</u>	<u>Low</u>	<u>Moder- ate</u>	<u>High</u>	<u>Very High</u>	<u>Ave. Rating</u>
1. Develop an awareness of, and also explore your own attitudes toward sex equity in relationship to self, career decisions and lifestyle.	0	0	0	3	2	4.4
2. Learn to evaluate classroom materials and all other media (i.e. TV, magazines, radio, newspapers, etc.) for sex bias by use of tools designed for such tasks.	0	0	1	1	.3	4.4
3. Become more aware of how personal attitudes are expressed in classroom procedures and attitudes.	0	0	0	3	2	4.4
4. Be introduced to Jefferson County Goals.	0	0	1	4	0	3.8
5. Learn about Title IX and how it relates to you personally.	0	0	0	5	0	4.0
6. Become more knowledgeable in career opportunities, in general and in your specific subject area, and how it relates to career decision making.	0	0	1	1	3	4.4

(numbers indicate the number of teachers responding at each level of the scale. N=5)

The comments of the teachers were also very positive. However, they point out the short amount of time that was available and the large amount of material and information that was available.

Indicate the main outcomes you feel the program accomplished.

"Aided me in becoming more aware of my attitudes - provided me with materials to and activities that I can use in my classroom to teach students to become more aware and explore their own attitudes toward sex equity in relation to their career decisions and life style."

"A better preception of sex equality in all phases of iife."

"The program made me more aware of sex-bias and stereotyping which many of us do daily, very unintentionally."

"Reinforced some of my beliefs on non traditional roles and how people have been programed."

In what way(s) do you feel you benefited from participation in the program?

"Additional awareness of materials available to aid in my teaching of careers."

"It opened my awareness of new objectives to present to my classes, i.e. new career opportunities. It changed my vocabulary to expand on new titles which are non-sexual, i.e. Flight Attendant instead of Stewardess, Mail Carrier instead of Postman and Police Officer instead of Policeman."

"It made me very aware of how much masculine sex-bias is evident in my classroom. Although I was unconscious in the past about always using the masculine gender, I am now aware of it and now I try to practice sex equality."

"It was very interesting to discuss with other individuals their attitudes and lifestyle."

What do you consider to be the major strengths of the program?

"It made us aware of the importance of non sex-roles and what to look for in order to make our instruction (or help make instruction) equal."

"The teachers presenting the class were great. Easy to understand and interesting to follow. The materials were very informative and educational. The film presentations were good."

"The teachers."

"Developing awareness of my attitudes toward sex equality in my classroom."

"The instructors were very capable."

What suggestions would you make to improve the program if it were to be offered again?

"None, it was super."

"Longer - more depth."

"We covered a lot of great material in a very quick and short time. Maybe extend the class?"

"I would like to have had a more in depth study of the course. There was so much material that we only had an opportunity to skim the surface."

Part II

Initially evaluation procedures were established to assess possible changes in attitude on the part of students and their parents related to sex-bias and sex-role stereotyping. An attempt was also made to see if there would be any change in factual knowledge on the part of the students related to sex-bias.

In order to assess changes in attitude a questionnaire comprised of 37 statements compiled by the project staff and the evaluator was constructed. A copy of the questionnaire can be found in the appendix to this report. This instrument was administered to both the parents and special student group at both the beginning and end of the nine week careers class. The survey was also administered to the regular careers class both pre and post. The control group of students was asked to take the questionnaire at the post testing only.

Changes in factual knowledge related to sex-bias was tested using a cognitive test made up of 37 items provided by the project staff. This test covered information contained in the various handouts and materials provided to the students in the special careers class but not available to the regular class nor to the control group.

Analysis of the attitude questionnaire and the facts test was done using appropriate statistical tests from the SPSS (Statistical Package for the Social Science - Version 7).

Results of the pre and post attitude questionnaire analysis are presented in Table VI through VIII. There are no significant differences reflected in the measured attitudes of the parents or of either of the career classes.

TABLE VI
PRE - POST ATTITUDE DIFFERENCES
PARENTS

	N	Mean	S.D.	t	p
Pre	18	96.5	14.0	1.35	NS
Post	27	90.5	14.9		

TABLE VII
PRE - POST ATTITUDE DIFFERENCES
REGULAR STUDENTS

	N	Mean	S.D.	t	p
Pre	19	99.1	19.3	.77	NS
Post	19	94.4	20.2		

TABLE VIII
PRE - POST ATTITUDE DIFFERENCES
SPECIAL STUDENTS

	N	Mean	S.D.	t	p
Pre	21	96.1	18.0	.045	NS
Post	21	96.4	22.2		

Table IX shows the analysis of differences in attitude among the three different student groups at the completion of the nine week careers course. Once again there are no significant difference among those students who attended the special careers class, those students who attended the regular careers class and those students who did not participate in any way.

TABLE IX
ANALYSIS OF VARIANCE OF ATTITUDE
DIFFERENCES AMONG STUDENTS GROUPS
END OF MONTH

	S.S.	d.f.	M.S.	F	p
Between Groups	744	2	372	.499	NS
Within Groups	41000	55	745		
TOTAL	41744	57			

There are a number of reasons to explain this apparent lack of change in a program where the self report data of the participants was positive. A major problem with the parents was the limited number of sessions (6) possible for them to attend and securing their regular and continued participation. Attendance fluctuated from session to session and seldom did the same group of parents attend. This was reflected in the pre and post testing where the groups could not be matched since one parent attended the pre session and another parent the post session. Also some parents who attended the pre session did not attend the post session and vice versa. The parents had to be treated as two independent groups and the results reflect this.

There is also the difficulty of being able to develop appropriate instruments capable of assessing subtle changes in attitude. While the questions used were assembled by the project staff from materials currently being used by others in the area of sex-bias and sex-role stereotyping education they are still in the process of being validated. Further, it is hard to sort out those influences on a person's attitude specific to a program such as this separated from the influences in the rest of their daily experiences.

Comparison of the performance of the three student groups on the facts test are presented in Table X. Analysis of the scores revealed no significant differences among the special class, regular class and control group in terms of their knowledge of specific facts related to the influence of sex-role in the world of work or of Title IX.

TABLE X
ANALYSIS OF VARIANCE OF DIFFERENCES
AMONG STUDENT GROUPS ON THE FACTS TEST

Source	S.S.	d.f.	M.S.	F	p
Between Groups	7.1	2	3.56	.49	NS
Within Groups	383.7	53	7.24		
TOTAL	390.8	55			

It should be pointed out that since this was a pilot type project many of the activities, materials and procedures evolved during the course of the class. As a result of ongoing formative evaluation input it became apparent to the project staff early in the program that the

direct presentation of information and materials related to sex-role stereotyping was having a negative effect and turning the students off. So while it was the intent at the beginning of the program to focus on such information in the special careers class a change of emphasis was decided upon. The special class students were told that the facts on the handouts were simply for their general information and interest but that they would not be held responsible for retaining them. The emphasis in the class was shifted to influencing general awareness and positive planning instead of mastery of specific information and facts. Presenting information free from sex-bias and stereotyping became the responsibility of the instructors. In other words the concern became one of course methodology rather than of course content.

Part III

Conclusions

Evaluation of the Model Career Decision-Making Program warrants the following conclusions:

1. The main source of support for the program comes from the self report data of the students, parents, teachers, and community members who participated in the project. They all reported the program to be effective.
2. The students felt they had a better understanding of themselves and their career future than prior to the program.
3. Students relate much more positively to planning their own future career free of bias and stereotyping than to information and facts about past or present inequities in the world of work.
4. Concern with sex-bias and sex-role stereotyping in more effectively dealt with at the instructors level as a matter of program methodology than making it a part of the course content.
5. Teachers felt very positive about their inservice. This is an effective level at which to introduce and deal with sex-bias and sex-role stereotyping.
6. The teacher inservice should be expanded in time and depth.
7. Parents were less concerned with their own learning and more concerned with the opportunities available to their young people.
8. Parents valued the opportunity to participate and communicate with their young adults in regard to career planning. They felt this was a major strength of this program.
9. The community members clearly saw themselves and their role to be one of a resource to facilitate good realistic career planning on the part of students and were not as interested in outcomes related to their own learning.
10. All groups felt the interaction between students, parents, school and community was a major contribution of the project.
11. Projects such as this address a real need of young people today.

APPENDIX

Evaluation Forms

Students:

The major objectives that the Columbine High School Career Education Program wanted to achieve with the students who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

5	Very High
4	High
3	Moderate
2	Low
1	Very Low

1. Develop an awareness of and also explore your own attitudes toward sex equity in relationship to self, career, decisions, and lifestyle.

1 2 3 4 5

Comments:

2. Increase their awareness of personal values by use of values clarification activities.

1 2 3 4 5

Comments:

3. Increase their awareness of personal interests by use of interest inventories.

1 2 3 4 5

Comments:

4. Increase their awareness of personal skills through use of job-hunting map.

1 2 3 4 5

Comments:

5. Determine a set of personal goals in relationship to career choice.

1 2 3 4 5

Comments:

6. Explore career and job opportunities, nature of the work, outlook, training and salaries through interviews and materials in Career Corner.

1 2 3 4 5

Comments:

7. Develop a specific plan for meeting entry requirements for their chosen career by examining high school and post-high school education and training.

1 2 3 4 5

Comments:

8. Learn to evaluate classroom materials and all other media (i.e. TV, magazines, radio, newspapers, etc.) for sex bias by use of tools designed for such tasks.

1 2 3 4 5

Comments:

9. Increase their awareness of job-seeking skills via writing resumes, filling out application forms and developing interviewing skills.

1 2 3 4 5

Comments:

10. Will be introduced to Jefferson County Career Ed Goals.

1 2 3 4 5

Comments:

11. Learn about Title IX and how it relates to them personally.

1 2 3 4 5

Comments:

Columbine High School
Career's Class

Using the five point scale provided, please indicate your reaction to each statement by circling the number that best represents your own feelings.

- 5 STRONGLY AGREE - The statement clearly and strongly summarizes my opinion.
- 4 AGREE - The statement summarizes my opinion.
- 3 NO OPINION - I feel neutral about the statement.
- 2 DISAGREE - The statement does not express my opinion.
- 1 STRONGLY DISAGREE - The statement clearly and strongly does not express my opinion.

Considering my experience in the Career's Class:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Overall, I really benefited from the class. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel the career's class helped me improve my decision-making skills. | 1 | 2 | 3 | 4 | 5 |
| 3. I feel the career's class helped me in exploring my career goals. | 1 | 2 | 3 | 4 | 5 |
| 4. I thought the teachers did a good job of conducting the class. | 1 | 2 | 3 | 4 | 5 |
| 5. In general, the materials and activities were interesting and helpful to me in learning about careers and career planning. | 1 | 2 | 3 | 4 | 5 |
| 6. I would recommend this course to other students. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 7. I feel I am more aware of my own interests and values as a result of the career's class. | 1 | 2 | 3 | 4 | 5 |
| 8. I feel I learned a great deal from this class. | 1 | 2 | 3 | 4 | 5 |
| 9. The class was interesting and well organized. | 1 | 2 | 3 | 4 | 5 |
| 10. I am more sensitive to sex-bias now than I was before I took the class. | 1 | 2 | 3 | 4 | 5 |
| 11. I am better able to evaluate sex-bias in various materials and media as a result of the career's class. | 1 | 2 | 3 | 4 | 5 |
| 12. I have a better understanding of Title IX than I did before. | 1 | 2 | 3 | 4 | 5 |

Parents:

The major objectives that the Columbine High School Career Education Program wanted to achieve with the Parents who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

5	Very High
4	High
3	Moderate
2	Low
1	Very Low

1. Develop an awareness of, and also explore, your own attitudes toward sex equity in relationship to self, career decisions and lifestyle.

1 2 3 4 5

Comments:

2. Learn to evaluate classroom materials and all other media (i.e. TV, magazines, radio, newspapers, etc.) for sex bias by use of tools designed for such tasks.

1 2 3 4 5

Comments:

3. Be introduced to Jefferson County Goals. 1 2 3 4 5

Comments:

4. Learn about Title IX and how it relates to you personally. 1 2 3 4 5

Comments:

5. Become more aware of how personal attitudes are expressed in the home environment and your own life processes. 1 2 3 4 5

Comments:

6. Help your own young adult develop a specific plan for meeting entry requirements for their chosen career by examining high school and post high school education and training. 1 2 3 4 5

Comments:

Community Members:

The major objectives that the Columbine High School Career Education Program wanted to achieve with the Community Members who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

5	Very High
4	High
3	Moderate
2	Low
1	Very Low

1. Develop an awareness of and also explore your own attitudes toward sex equity in relationship to self, career and lifestyle.

1 2 3 4 5

Comments:

2. Learn to evaluate materials relevant to your business for sex bias by use of tools designed for such tasks (i.e. applications, job descriptions, evaluation forms).

1 2 3 4 5

Comments:

3. Evaluate materials related to job-seeking skills.

1 2 3 4 5

Comments:

4. Be introduced to Jefferson County Goals.

1 2 3 4 5

Comments:

5. Learn about Title IX and how it relates to you personally.

1 2 3 4 5

Comments:

Teachers:

The major objectives that the Columbine High School Career Education Program wanted to achieve with the Teachers who participated follow. Please indicate, using the scale provided, the extent to which you feel each objective was accomplished. Any comments you would care to make in regard to these objectives and their accomplishment would also be appreciated.

5	Very High
4	High
3	Moderate
2	Low
1	Very Low

1. Develop an awareness of, and also explore, your own attitudes toward sex equity in relationship to self, career decisions and lifestyle.

1 2 3 4 5

Comments:

2. Learn to evaluate classroom materials and all other media (i.e. TV, magazines, radio, newspapers, etc.) for sex bias by use of tools designed for such tasks.

1 2 3 4 5

Comments:

3. Become more aware of how personal attitudes are expressed in classroom procedures and attitudes.

1 2 3 4 5

Comments:

4. Be introduced to Jefferson County Goals.

1 2 3 4 5

Comments:

5. Learn about Title IX and how it relates to you personally.

1 2 3 4 5

Comments:

6. Become more knowledgeable in career opportunities, in general and in your specific subject area, and how it relates to career decision making.

1 2 3 4 5

Comments:

Indicate the main outcomes you feel the program accomplished.

In what way(s) do you feel you benefited from participation in the program?

What do you consider to be the major strengths of the program?

What suggestions would you make to improve the program if it were to be offered again?

QUESTIONNAIRE I

Directions: For the following list of statements, please indicate the extent to which you agree or disagree with each.

- | | | | | | | |
|--|---|-------------------|--|--|--|--|
| | 5 | Strongly Agree | | | | |
| | 4 | Agree | | | | |
| | 3 | Neutral | | | | |
| | 2 | Disagree | | | | |
| | 1 | Strongly Disagree | | | | |
-
1. Women make better elementary teachers than men. 1 2 3 4 5
 2. Men are more affectionate than women. 1 2 3 4 5
 3. Women do not experience discrimination in the working world. 1 2 3 4 5
 4. Men have more need to achieve than women in the working world. 1 2 3 4 5
 5. A man is generally better at organizing and managing than a woman. 1 2 3 4 5
 6. Women who wish to develop their potential have adequate opportunities to do so. 1 2 3 4 5
 7. It is more desirable to have a man as principal than a woman. 1 2 3 4 5
 8. Men think of employment as a career rather than a job. 1 2 3 4 5
 9. Women teachers are more conscientious at carrying out instructions than men. 1 2 3 4 5
 10. Women work because they need the money. 1 2 3 4 5
 11. Women are usually less reliable on the job than men. 1 2 3 4 5
 12. Husbands of employed women should share in housework and child care. 1 2 3 4 5
 13. Women tend to be absent from their job more than men. 1 2 3 4 5
 14. Women are too emotional to hold jobs that carry a lot of responsibility. 1 2 3 4 5

Questionnaire I -- page 2

- | | | | | | |
|--|---|---|---|---|---|
| 15. Women do not want full equality if it means equal responsibility. | 1 | 2 | 3 | 4 | 5 |
| 16. Men teachers tend to be better than women teachers at resolving conflicts on the playground, in hallways, and in lunchrooms. | 1 | 2 | 3 | 4 | 5 |
| 17. Women's attainment of rights and freedom will be at the expense of males. | 1 | 2 | 3 | 4 | 5 |
| 18. A woman does not have to be a wife and mother to be truly satisfied. | 1 | 2 | 3 | 4 | 5 |
| 19. Women are conditioned not to show their intelligence. | 1 | 2 | 3 | 4 | 5 |
| 20. As long as they are both qualified, men who are heads of households should be hired or advanced over women who are heads of households. | 1 | 2 | 3 | 4 | 5 |
| 21. Educational barriers to female achievement have not been removed. | 1 | 2 | 3 | 4 | 5 |
| 22. A pregnant woman should be allowed to continue working for as long as she and her doctor feel she is able. | 1 | 2 | 3 | 4 | 5 |
| 23. Women's image in the mass media overly emphasizes beauty, fashions and home-making virtues. | 1 | 2 | 3 | 4 | 5 |
| 24. Courses in math and physics should be taught equally often by men and women teachers. | 1 | 2 | 3 | 4 | 5 |
| 25. Employers should give women maternity leave without loss of pay or job status. | 1 | 2 | 3 | 4 | 5 |
| 26. Schools should end sex-differentiated tracking--for example: boys should be encouraged to become secretaries or nurses as much as girls. | 1 | 2 | 3 | 4 | 5 |
| 27. A man who is the head of a household should be hired or promoted over a woman whose husband is employed. | 1 | 2 | 3 | 4 | 5 |
| 28. There should be many more women in administrative positions. | 1 | 2 | 3 | 4 | 5 |

Questionnaire I -- Page 3

- | | | | | | |
|--|---|---|---|---|---|
| 29. Assuming both are qualified, a woman who is the head of a household should be hired or advanced before a single woman. | 1 | 2 | 3 | 4 | 5 |
| 30. There should be full equality for men and women in promotion and hiring. | 1 | 2 | 3 | 4 | 5 |
| 31. Career women are less devoted to their husbands than housewives or women who are working to help out their families. | 1 | 2 | 3 | 4 | 5 |
| 32. Women who have not achieved their career goals have only themselves to blame. | 1 | 2 | 3 | 4 | 5 |
| 33. Children of working mothers are less well-adjusted than children of unemployed mothers. | 1 | 2 | 3 | 4 | 5 |
| 34. Developing career plans for men is not as crucial as for women. | 1 | 2 | 3 | 4 | 5 |
| 35. Women should spend the majority of their lives as housewives and mothers. | 1 | 2 | 3 | 4 | 5 |
| 36. Realistically, a woman is going to have limited opportunities in the world of work. | 1 | 2 | 3 | 4 | 5 |
| 37. A man who permits his wife to combine a career and home life is threatening the family's welfare. | 1 | 2 | 3 | 4 | 5 |

CAREERS CLASS

FACTS TEST

The following questions are based on information covered in your Careers Course. Read each question carefully and respond by circling the correct answer.

Multiple Choice

1. Women make up what percent of the nation's paid work force?
 - a. 26%
 - b. 35%
 - c. 41%
 - d. 54%
2. For every \$1.00 men earn, women earn?
 - a. 95c
 - b. 76c
 - c. 57c
 - d. 46c
3. What percent of American women between the ages of 18-64 are employed outside the home?
 - a. 41%
 - b. 34%
 - c. 54%
 - d. 62%
4. What percent of American men between the ages of 18-64 are employed outside the home?
 - a. 74%
 - b. 86%
 - c. 91%
 - d. 98%
5. How many years can the average young woman expect to spend in paid work force today?
 - a. 7.3
 - b. 17.1
 - c. 22.9
 - d. 31.2
6. How many years can the average 20 year old American male expect to spend in the paid work force today?
 - a. 36
 - b. 42
 - c. 52
 - d. 23

7. Out of every 10 young women in high school today, how many will work for pay outside their homes at some point in their lives?
- a. 9
 - b. 5
 - c. 7
 - d. 3
8. Both husband and wife work in what percent of the nation's marriages?
- a. 35%
 - b. 47%
 - c. 28%
 - d. 62%
9. Over the past 20 years the difference between the average yearly incomes of male and female workers has?
- a. increased
 - b. decreased
 - c. remained the same
10. Which of the following groups of women have the highest labor force participation?
- a. Asian-American
 - b. Black
 - c. Hispanic
 - d. Native American
 - e. White
11. What percent of adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support?
- a. 20%
 - b. 40%
 - c. 60%
 - d. 80%
12. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in which order?
- a. white males, white females, minority females, minority males.
 - b. white males, minority males, white females, minority females.
 - c. white males, minority females, white females, minority males.
13. What percent of all women workers are employed in clerical occupations?
- a. 11
 - b. 18
 - c. 27
 - d. 35

14. The vocational training area with the largest female enrollment is (more than one-third of all females enrolled in vocational education)
- a. consumer and homemaking programs.
 - b. occupational home economics.
 - c. office occupations.
15. What percent of all students enrolled in vocation education programs in the area of trades and industry in 1976 were female?
- a. 9
 - b. 13
 - c. 21
 - d. 34
16. How does the average woman worker's education compare with the average man worker's education?
- a. The average woman worker is much better educated than the average man worker.
 - b. The average woman worker is as well educated as the average man worker.
 - c. The average woman worker is not as well educated as the average man worker.
 - d. Education is not relevant when comparing male and female in the work force.
17. Which publication offers 35,500 job titles, defines them, and arranges each occupational classification by work field and education requirement.
- a. Dictionary of Occupational Titles
 - b. Encyclopedia of Careers
 - c. Occupational Outlook Handbook
 - d. Career Research Monographs
18. Which publication provides information on the nature, training required, salary range, working conditions, and employment opportunities for over 100 occupations.
- a. Dictionary of Occupational Titles
 - b. Encyclopedia of Careers
 - c. Occupational Outlook Handbook
 - d. Career Research Monographs
19. Allowing anyone to apply for a job is an example of being
- a. Discriminating.
 - b. sex-biased.
 - c. sex-fair
 - d. sex-affirmative.
20. Pointing out nontraditional careers to a student is an example of being
- a. discriminatory.
 - b. sex-biased.
 - c. sex-fair
 - d. sex affirmative.

True False

- T F 1. Less than ten percent of all minority workers are women.
- T F 2. The less education a woman has, the greater the likelihood she will seek paid employment.
- T F 3. Unemployment is lowest for white adult males.
- T F 4. Unemployment is highest for minority teenage boys.
- T F 5. The median income of working women with four years of college is less than that of men who have completed eight years of elementary school.
- T F 6. The difference between the average yearly incomes of male and female workers has decreased over the past 20 years.
- T F 7. Trends in male/female enrollment in vocational training programs show that males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.
- T F 8. White women have the highest labor force participation of any group of women.
- T F 9. Test results show, that males excel in math ability.
- T F 10. Statistics indicate that men are more prone to heart attacks and ulcers than women.
- T F 11. The law says a company can pay men more than women because men have to support families.
- T F 12. Newspapers can legally list jobs by sex. (ex. Help wanted - male).
- T F 13. Having only girl cheerleaders and only boys on sports team is against the law.
- T F 14. Sexism is when one assumes one sex is inferior to the other sex.
- T F 15. Statistics show most adults are happy with their jobs.
- T F 16. Most people will change their career goals and career choice after age 16.
- T F 17. According to law, all classes must be open to all students, regardless of sex, in a public high school.

12. ANTICIPATED CHANGES AND/OR PROBLEMS

The changes in methodology in the project and its activities are described in the preface of the teachers resource manual, which is Appendix F. However, in order to give this report easier readability and continuity, those pages thought to be most pertinent are reprinted here.

Program Goals and Background

This program involved the various "influence groups" (peers, parents, school staff, and community members) as well as recognizing the power of such groups to broaden or narrow the career choices students see for themselves.

The goals for this pilot program were as follows:

1. To provide selected students with Career Decision-Making Activities designed to broaden options these students see for themselves, especially in terms of becoming aware of sex-role stereotyping in career choice.
2. To provide members of the various "influence groups" techniques and activities by which they can broaden, through their contact with students, the options all students see for themselves.

The program focused upon approximately 45 senior volunteers from the student body at Columbine High School, a four year high school located in the southern area of Jefferson County, Colorado. The school population can be described socio-economically as middle to upper middle-income with approximately 90% of the student body defined as "college bound". Students volunteered for participation in a nine-week "Career Decision-Making Class" based primarily upon interest, and the commitment of at least one of their parents or guardians to become involved in the parent influence group.

Columbine High School was interested in this program because efforts had already begun in the school counseling department and the library media department to pursue a team approach in delivering career education and other instructional programs aimed at raising student awareness about decision-making. The school staff at large expressed an interest in expanding the team approach by including parents, community members, and indeed student groups.

The students attended the Career Decision-Making Class during Spring Quarter, 1979 (February through April). The class was conducted jointly by two members of the counseling staff, one who had a strong background in career counseling and the other having expertise in the area of developing awareness of sex-role stereotyping and sex bias.

In January, 1979 the program staff, including a project specialist, assigned to oversee the entire project, began work to form the influence groups. The procedures followed will be described at greater length in the next section, Program Management. Generally, groups were formed in addition to the group of students enrolled in the class:

- A parent group comprised of parents and/or guardians of participating students,
- Community members representing various occupations in the local community,
- School staff members from various departments within the school building, including the library media specialist,
- A second group of Columbine seniors who attended a "mini" version of the class with their parents during 5 evening sessions.

Each influence group met approximately five times prior to and after the start up of the students' class. The purpose of these meetings was three-fold: (1) To establish the training needs each group identified for themselves regarding their perceived influence upon the students enrolled in the class (2) To raise the group's awareness of how their own values and behaviors influence these (and all) students (3) To develop and/or review sex-fair career guidance activities, methods and techniques to be used with students in the class and in their own lives. An obvious outgrowth of these training sessions was the ability of group members to consciously facilitate more effective career decision-making for any individual with whom they had contact beyond the duration of the program.

Program Management

The purpose of this management section is to describe the procedures followed at Columbine High School from initiation to completion of the Career Decision-Making program. Many of the procedures were set down as they became necessary, to facilitate the effective use of staff time in delivering useful activities to the students and "influence group" members.

The following list of procedural objectives summarize the major steps involved with running a program of this nature:

1. To choose the person to oversee progress of the program
and all its various facets (School Principal and/or designee)
2. To choose the school staff responsible for planning and
conducting a "Career Decision-Making" Class
3. To identify students to participate in a nine week "Career
Decision-Making" Class
4. To identify "influence group" participants drawn from the
following populations:
 - School Staff
 - Parents and/or guardians of class participants
 - Community members
5. To conduct meetings with each "influence group"
6. To conduct "Career Decision-Making Class" using activities and
human resources established in influence group sessions.

1. Choice of person to oversee progress of the program and all its various facets (School Principal and/or designee)

At Columbine the project was a pilot and federally funded; therefore, the monies were available to hire a project specialist. However, this position can easily be filled by the principal and/or designee at any school. The primary function of this person is co-ordination of all the different facets of the project structure.

2. Choice of school staff responsible for planning and conducting a "Career Decision-Making" Class

The decision was made to involve at least two counselors as facilitators for the "Career Decision-Making" Class. First, this allowed a team approach to teaching the class, which seemed necessary in terms of preparing the activities. Secondly, by design, one counselor was specifically trained to facilitate career decision-making, and the other had particular expertise in activities, techniques and materials dealing with the awareness of sex-role stereotyping. Thirdly, by coincidence and yet certainly beneficial to the nature of the class, one of the team was male and the other female.

Fortunately the number of students interested in the class (45) represented a manageable number of students to schedule into two classes. The classes were scheduled "back-to-back" and the two counselors team-taught both classes, necessitating their release for no less than three hours daily from their normal counseling duties. This included one hour of class preparation time.

Each building will need to determine the appropriate number of facilitators for the class based upon the number of interested students and the staffing/scheduling patterns which exist. It is important to keep in mind that these facilitators will most likely be the leaders of the "influence groups" in addition to the class of students. This requires additional work beyond the school day, however the benefits of having the same facilitators for each group are obvious in terms of increased opportunity for incorporating feedback and facilitating communication between each group.

3. Identification of students to participate in a nine week Career Decision-Making Class

At Columbine, this class was limited to Senior enrollment; however, the decision regarding student age/grade level can be made to suit the needs at each building. The Columbine Staff made the decision that Seniors were the most appropriate group due to the fact that most had satisfied the majority of their high school requirements. More importantly, it was determined that this group would be heterogeneous in terms of academic ability, and yet homogeneous in terms of relative age and readiness to realistically approach the decision-making activities planned for them.

However, after the class was underway, a logistical consideration came to light which had not been taken into account. This consideration specifically dealt with the mechanics of the peer-counseling aspect of the program. Since there seemed to be no manageable way to structure a peer counseling facet to the program in one year, it was decided that those Seniors enrolled in the Career Decision-Making Class would simply act as role models for their peers in the student body at large.

4. Identification of "influence group" participants drawn from the following populations: School Staff; Parents and/or guardians of class participants; Community members

As previously stated, studies show that without question the four most important groups influencing a student's career choice are the school staff, parents, the community and peers. Since student application to the class initially required commitment on the part of a parent/guardian to participate in the parent influence group, the composition of this group was already determined. Not all parents were able to attend, however, a representative number met for five two-hour sessions during evenings prior to and after the start-up of the student class.

The group of school staff members was based upon interest and commitment to meet once a week for five weeks in a two-hour in-service class. One-half a district in-service credit was arranged for participants in this group. An attempt was made to draw participants from a representative number of different school departments including the library media staff. The size of the group depended primarily upon interest on the part of staff members. Much can be done, however, to publicize the benefits of this in-service class (including the credit offered) in order to reach the optimum number of faculty members.

The community group was formed upon recommendations and volunteers from the Parent-Teacher-Student Association (PTSA). Additional recommendations were sought from the faculty members and various community groups including the Chambers of Commerce, Kiwanis, Rotary, etc. The major criteria sought in soliciting recommendations was that the recommended

person be an active member of the community, and a career-oriented individual. In addition, a conscious effort was made to seek members representing the twelve career clusters recognized by the Jefferson County Career Education Department. This clustering system was the outgrowth of a system set up by the U. S. Bureau of Labor, simplified for use in this school district. The twelve occupational clusters were defined as:

- Agribusiness and Natural Resources
- Business, Management, Finance
- Communication and Media
- Construction
- Fine Arts and Humanities
- Health
- Hospitality and Recreation
- Manufacturing
- Marketing and Distribution
- Personal Services/Consumer Economics
- Public Services
- Transportation

This group also met on five occasions prior to and during the student class. The sessions were scheduled for two hours; however, most sessions ran closer to three hours due to the enthusiasm and feeling of group purpose.

5. Conduct meetings with each "influence group"

As described earlier, each influence group met five times. Each session was approximately two-hours in length. The student class

facilitators also acted as leaders for the "influence group" sessions. The goals for the sessions were three-fold: (1) To establish the training needs each group identified for themselves regarding their perceived influence upon the students enrolled in the class (2) To raise the group's awareness of how their own values and behaviors influence these (and all) students (3) To review career decision-making and sex-fair activities, methods and techniques to be used with students in the class. Members in each group were found to be extremely enthusiastic and cooperative. The guidelines followed to conduct each session, as well as activities used with each group are contained in the section of this manual entitled, Suggested Activities for use with "Influence Groups".

6. Conduct "Career Decision-Making Class"

The two counselors chosen as class facilitators were responsible for planning and conducting the "Career Decision-Making Class". Two classes were scheduled, each with approximately 23 students. Some of the activities planned for the class were an outgrowth of suggestions, topics and resources derived from the various "influence group" meetings. Some of those involved in the influence group also volunteered time as guest speakers and panel participants for the class.

In comparing the project proposal with the project outcomes, it is easy to see that many changes did occur. The project staff felt from the beginning of the program that one of the most important jobs was to recognize and respond to the needs and goals of the members of all the groups. The feeling was that it would be extremely detrimental to everyone involved to ask them for feedback and then not respond in a positive way. Therefore, when it became obvious that the students most wanted career direction and were not overly concerned with the inequities in the world of work, that responding to that need become the primary responsibility of the teaching staff.

The same situation was true with the parents, community members and teachers. The parents enjoyed most being able to share time with their student and talk in a constructive manner about how they could be helpful in the career decisions of their children.

The community group wanted most to be used as resources and did not feel they had the expertise to evaluate the classroom materials or the teaching methodology.

The in-service teachers were most interested in becoming more aware of materials and teaching methods that would help them to help students with the career decision-making process.

The fact that the staff decided to spend more time responding to these needs does not mean that sex-role stereotyping was ignored - it was not. The activities show how much was done in an attempt to make it a central theme. However, the conclusion reached was that making

people aware of sex-role stereotyping should be done on a "soft-sell" basis. Once a group decides what they want to accomplish, it is necessary for the facilitators to respond with some "mid-course maneuvers" and be sure they are making the changes that are necessary for a positive outcome. That is what was done in this project and is the explanation for most of the changes that occurred.

In conclusion, the proposal was written with the idea that the project would run for at least one more year - since that is not the case, other obvious changes occurred. For instance, consultants were not used, a peer group was not formed and teachers in other schools were not in-serviced.

13. DISSEMINATION ACTIVITIES

Jefferson County Public Schools has a central clearing house for all Career Education products. At the termination of this grant i.e. October 1, 1979, all materials will be placed there. Copies of the teachers resource manual will be available to districts outside Jefferson County for \$3.85 plus postage.

Within the district dissemination has begun and will be an ongoing process.

The teachers manual and project brochure have been presented to the curriculum committee, all of the principals of Junior and Senior High Schools in Jefferson County, the Vocational Counseling Staff of the district and all of the teachers at Columbine High School.

Ryan Collins, Counselor and Project Liaison is taking on the responsibility of helping all of those interested in having a program similar to this and fielding questions of those who are using the manual.

Mr. Collins and Ms. Hacker are also responsible for the continuation of the program at Columbine. They will continue to offer the careers class as well as hold evening meetings for the influence groups.

Several requests have been received from districts in Colorado and other states asking for the project products and they have been delivered. It is the intention of the project staff to be as active in distributing the products and explaining the program as time will allow.

During the year this project took place, Jody Murphy, Project Specialist, attended four different conferences. Two were hosted by the U. S. O. E.; one in Washington, D. C., and one in San Francisco, California. The third was the Sex-Equity Institute, held in Denver, Colorado and the fourth was the Spring Conference for Career Education in Colorado held in Colorado Springs, Colorado. All of these meetings provided an excellent opportunity, on an informal and formal basis, for sharing of ideas, methodology, problems, outcomes, and possible solutions and changes in our program. The chance to talk with and listen to other project directors and people with expertise in career education was helpful in all phases of this project.

Direct all inquiries to either:

Dave Magnum, Career Education Co-ordinator, or
Jody Murphy, Project Specialist

Jefferson County Public Schools
Career Education Department
1209 Quail
Lakewood, Colorado 80215

Phone Number (303) 238-2368

14. SPECIAL ACTIVITIES

Since the entire goal of the project was to reduce sex-role stereotyping in career choices, the activities described as "Special" in the INSTRUCTIONS FOR PREPARING THE FINANCIAL STATUS REPORT AND PERFORMANCE REPORT make up an integral part of the major activities. Therefore, what is defined as "Special Activities" have already been covered.

15. REPORT ABSTRACT

A Model Career Decision-Making Program to Reduce the Effects of Sex-Role Stereotyping in the Career Choices of Senior High Students was conducted between October 1, 1978 and October 1, 1979 at Columbine High School, Jefferson County Public Schools, District R-1 in Lakewood, Colorado. The major goals of the program were:

- to provide students with self-awareness and career decision-making activities designed to broaden options these students see for themselves
- to provide parents, teachers and community members with techniques and activities by which they can broaden, through their contact with students, the options that all students see for themselves.

These goals were accomplished by teaching two careers classes for the students and in-service programs for the "influence groups".

I. Project Participants

The program directly affected approximately sixty seniors at Columbine High School, the entire counseling and library media staffs, all administrators, a community group, two parent groups, a teacher group and a steering committee.

II. Major Activities

There were five major activities accomplished during the project year. The registration, gathering of materials, and teaching of the two career classes, the formation of the three "influence groups" and the steering committee, the writing of the teachers manual and the brochure and finally, the production of a slide-tape presentation.

III. Evaluation

The project was evaluated by Dr. Joe Daly, Department of Education, Colorado State University, Fort Collins, Colorado, during the time the classes were in session and the "influence groups" were being "in-serviced". The evaluation revealed very little difference between the two classes in terms of attitude toward sex-role stereotyping. One class received, on a very low-key basis, more information on what sex-role stereotyping is and what can be done about it. The students in both classes wanted to know more about how to prepare for the working world and were not overly concerned with the inequities in that world. Parents were found to be less concerned with their own learning and more concerned with the opportunities available to their young people.

Community members clearly saw themselves as facilitators for realistic career planning for the students and were not as interested in their own learning.

Teachers expressed positive feelings about their in-service. They would have liked to have had more time and more information - especially information that would help them to help their students with career decision-making.

IV. Dissemination

The products of the project, i.e. the teachers resource manual and the brochure are available through the Jefferson County Public Schools.

APPENDIX A

Steering Committee Members

Mrs. Rosalie Holen, Operations Assistant
Chatfield Bank

Mr. Doug Mayes, Marketing Services Director
Mutual Benefit Life Insurance

Mr. Eric Spady, Senior
Columbine High School

Mrs. Gerda Hess, Parent

Mrs. Jana Clarey, Owner and Manager
The Wear House

Ms. Mary Swanson, Teacher - Language Arts
Columbine High School

APPENDIX B

Steering Committee Summary Statements

The Steering Committee was asked to summarize what were thought to be the intent, procedures and outcome of this project. The following are a summary of their comments:

1. Each member felt a great deal of benefit from a personal standpoint. They felt their own awareness and sensitivity to sex-role stereotyping, career decision-making process, and how the two interact had been increased and improved.
2. Each member expressed the desire to be used as a resource person and share with other parents, students and community members the knowledge they acquired as active participants in the project.
3. All members felt the intent of the program, i.e. to make the students and influence groups more aware of the career decision-making process and how sex-role stereotyping influences this process, was accomplished with effectiveness and efficiency.
4. Most members were reluctant to comment on the procedures used to accomplish the objectives of the project. They felt a lack of expertise for making such judgments.
5. The most enthusiasm centered around the products and outcomes of the project. The resource manual, which will benefit community, teachers, parents and students, was very well received. The evaluation comments of each group were felt to be an indication of the success of the project.
6. The major criticism of the committee revolved around the fact that so much of the project had been planned prior to their being chosen and having a first meeting. It was felt that the proposal and the project staff had already decided on what would be accomplished and the methodology to be used. Although the committee did not disagree with these plans, they did not feel they were an active part of them. They would like to have been more actively involved initially.

7. One member of this committee was the head librarian and media specialist at the Columbine High School library. This library is unique because it also serves the Columbine community at large. The library is an integral and very active part of career education in the school and the community. When the careers class was over, the library staff reported a noticeable increase among students and community members in awareness of materials that were sex-biased. They further reported that the students were adamant in communicating their feelings toward the biased material. Every effort is being made to reduce and replace biased materials in the classrooms and library at Columbine High School.

APPENDIX D

Agenda for Career Panels - Career Project

Columbine High School

Tuesday, March 20, 7 p.m.

7:00 - 7:15 General Introductions & Explanations of Evening's Activities

7:15 - 8:10 Introduce and Present Community Panel

1. Gus Ehrenbock - Taste Freez
2. Paul Alison - Dairy Queen
3. Ingrid Mason - Ridgewood Realty
4. Andrea Personette - Ridgewood Realty
5. Dr. David Wheeler - Dentist
6. Jim Spadinger - Personnel; Federal Government
7. Barry Nelson - Employee Relations; Keebler Company
8. Larry Patten - Personnel; A. T. & T.

8:10 - 8:15 Break to set up new panel

8:15 - 9:10 Introduce and Present Non-Traditional Panel

1. Buzz Reifman - Public Nurse
2. Sue Davidson - Bill Crouch Chevrolet (Sales Representative)
3. Bob Dunnegan - Panda House Child Development (Pre-school)
4. Mary Lou Osswald - Longhaul Truck Driver
5. Dean Schill - School Nurse
6. Lorraine Pennington - Painter (Homes & Industrial Buildings)
7. Marilyn Henderson - Assistant Principal (Columbine High School)
8. Susan Whitefeather - Testdesk Technician (Mountain Bell)
9. Don Woodly - Secretarial Systems Analyst

9:15 Refreshments and Discussion Opportunities

APPENDIX E

Panel Evaluation

Dear Participant:

We want to thank you for joining us this evening. We would appreciate your assistance in filling out this evaluation to give us an honest opinion of the educational value of this evening.

5	Very High
4	High
3	Moderate
2	Low
1	Very Low

- | | | | | | |
|---|---|---|---|---|---|
| 1. What was your overall assessment of the evening? | 1 | 2 | 3 | 4 | 5 |
| 2. Your feelings on the Community Panel? | 1 | 2 | 3 | 4 | 5 |
| 3. Your feelings on the Non-traditional Panel? | 1 | 2 | 3 | 4 | 5 |
| 4. Your opinion of the discussion period? | 1 | 2 | 3 | 4 | 5 |
| 5. Your evaluation of the project thus far? | 1 | 2 | 3 | 4 | 5 |

Any additional comments.
